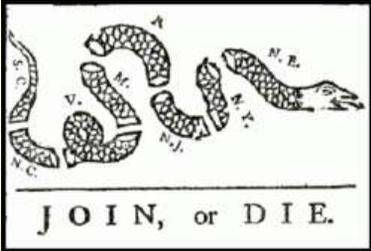


The American Revolution: 1775-1783

The first political cartoon by Ben Franklin. What does it mean?

Creating A New Nation

Understanding Goal:
People take action to improve the quality of their life.



George Washington
Commander in Chief of the Continental Army
First President of the United States

A DECLARATION of RIGHTS made by the representatives of the good people of Virginia, assembled in full and free Convention; which rights do pertain to them, and their posterity, as the basis and foundation of government.

1. **T**HAT all men are by nature equally free and independent, and have certain inherent rights, of which, when they enter into a state of society, they cannot, by any compact, deprive or divest their posterity; namely, the enjoyment of life and liberty, with the means of acquiring and

Virginia Declaration of Rights
Written by George Mason

Investigative Question: *Can the ideas of a few men provide for the rights and needs of everyone?*

Explore: What do you already know about George Washington, James Madison, and George Mason?

Connect: In what ways did these men contribute to the formation of the United States? Why do you think so many Virginians played a major role?



James Madison
One of the Framers of the Constitution

CHESTER THE CRAB WHY DID COLONISTS FIGHT BRITAIN?

NEW ENGLAND
 THIS REGION HAS MANY SMALL VILLAGES. CITIZENS GET TOGETHER IN TOWN MEETINGS TO DECIDE LAWS OR POLITICAL QUESTIONS. THESE PEOPLE GET MAD WHEN BRITAIN FORCES THEM TO KEEP BRITISH SOLDIERS IN THEIR HOMES ("QUARTERING").

Mid-Atlantic
 THE MARKET TOWNS HERE FOCUS ON TRADE. MOST COLONISTS IN BUSINESS HATE BRITAIN'S NAVIGATION ACTS. THE ACTS ARE LAWS THAT REQUIRE ALL COLONIAL TRADE TO GO THROUGH BRITAIN FIRST. THIS SLOWS SHIPS DOWN AND MAKES THINGS MORE EXPENSIVE TO SELL AND BUY.

The South
 BECAUSE BIG PLANTATIONS TAKE UP SO MUCH LAND HERE, THERE ARE FEW CITIES. THE POLITICAL LIFE HERE IS BASED ON COUNTY COURTHOUSES.
 NO ONE WANTS TO PAY BRITAIN'S STAMP ACT TAX ON COURTHOUSE PAPERS OR TOBACCO BARRELS. VIRGINIA'S PATRICK HENRY CONVINCED HIS COLONY AND MANY OTHERS TO FIGHT THE STAMP ACT OF 1765.

IN THE 1760s, THE COLONIAL POPULATION IS ABOUT 2 MILLION. THE 13 COLONIES HAVE LEGISLATURES OF LOCAL POLITICIANS MAKING LOCAL LAWS. THEY ALSO HAVE GOVERNORS APPOINTED BY THE KING TO WATCH THESE COLONIAL POLITICIANS CLOSELY.

13-PIECE PUZZLE

SLEEPOVER!!

COSTS

NO TAXATION WITHOUT REPRESENTATION!!

SO BY 1776, THE 13 COLONIES ALL HAVE REASONS TO WORK TOGETHER AGAINST BRITAIN.

THANKS FOR HELPING ME PUT THE PIECES TOGETHER, CHESTER!

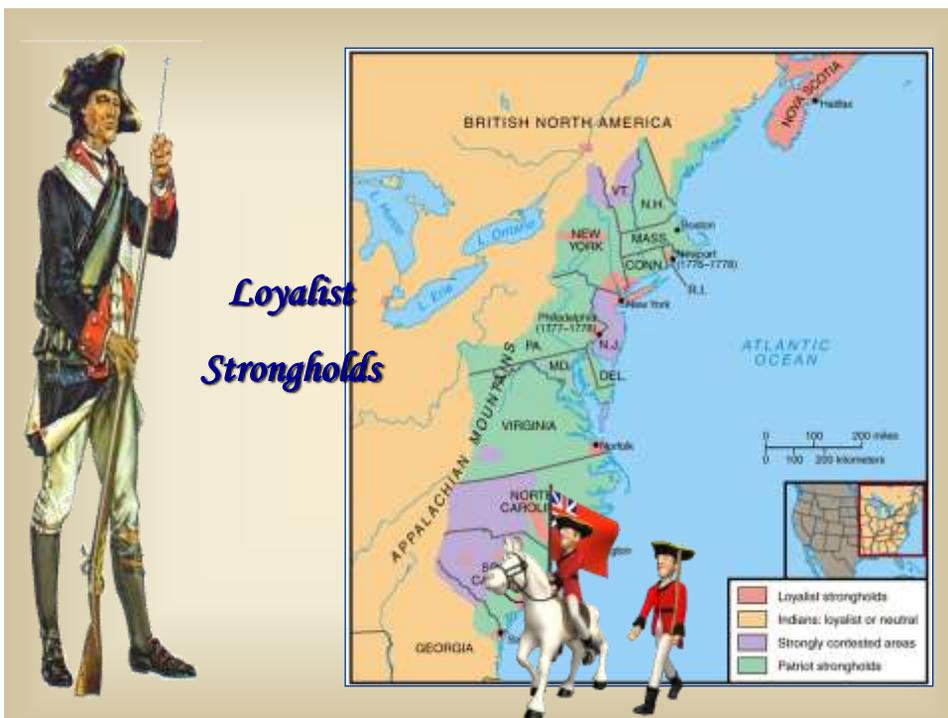
On the Eve of the Revolution ?

	Britain	Americans
Advantages	?	?
Disadvantages	?	?

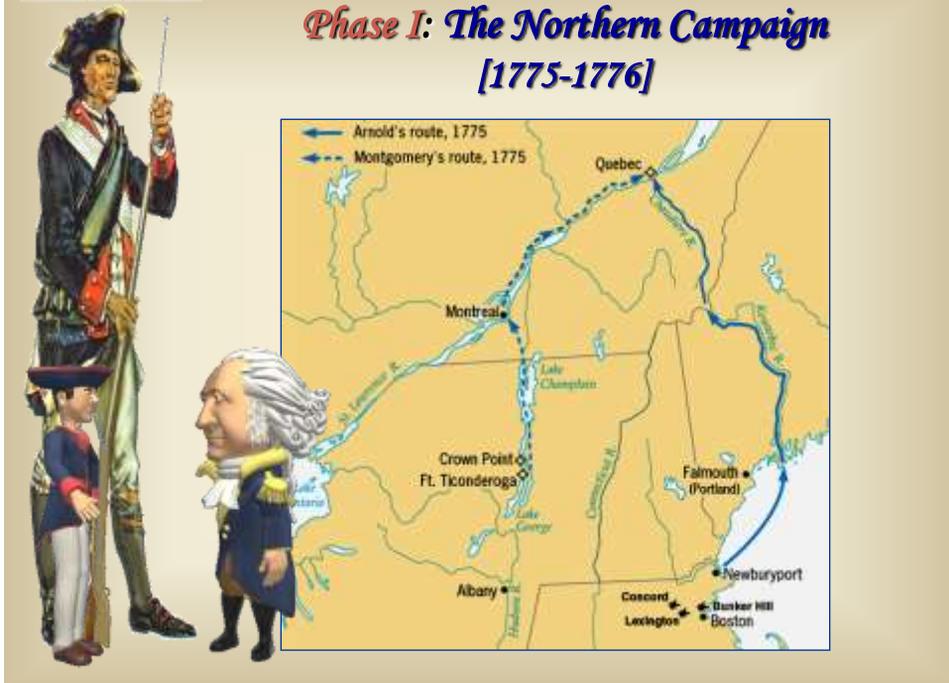
The Revolutionary War Begins!



- The Revolutionary War began in April 1775 when British soldiers (Redcoats) fought with colonial men soldiers (Patriots) in the battles of Lexington and Concord, Massachusetts.



Phase I: The Northern Campaign [1775-1776]



Washington Crosses the Delaware



- During the night of December 25, U.S. **General George Washington** led his troops across the ice-swollen **Delaware** about 9 miles north of Trenton. To add to the difficulties, a significant number of Washington's force marched through the snow without shoes!
- The next morning they attacked to the south, taking the Hessian garrison by surprise and over-running the town. After fierce fighting, and the loss of their commander, the Hessians surrendered at Trenton.
- The news of the American victory spread rapidly through the colonies reinvigorating the failing spirit of the Revolution.





Phase II:

NY & PA

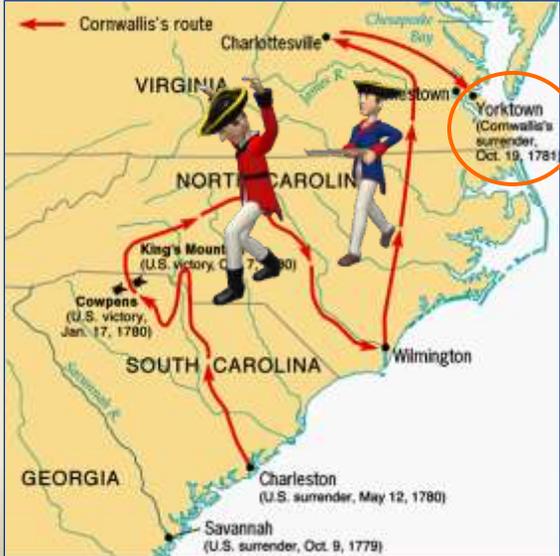
[1777-1778]



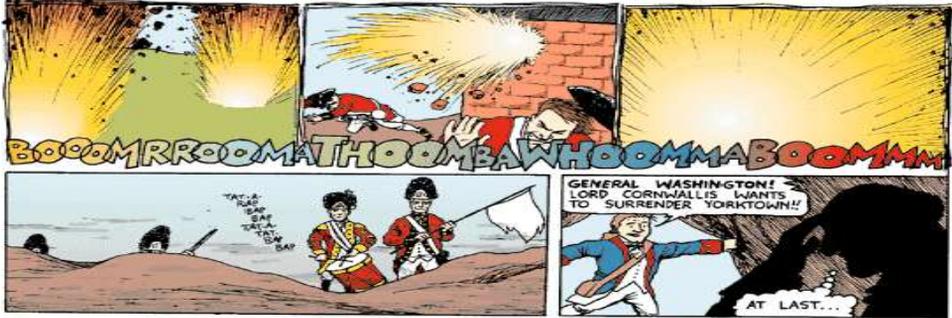




Phase III: The Southern Strategy [1780-1781]



CHESTER THE CRAB 1765 STAMP ACT CRISIS 1776 DECLARATION OF INDEPENDENCE 1781 1787 U.S. CONSTITUTION
WHEN DID THE WORLD TURN UPSIDE DOWN?



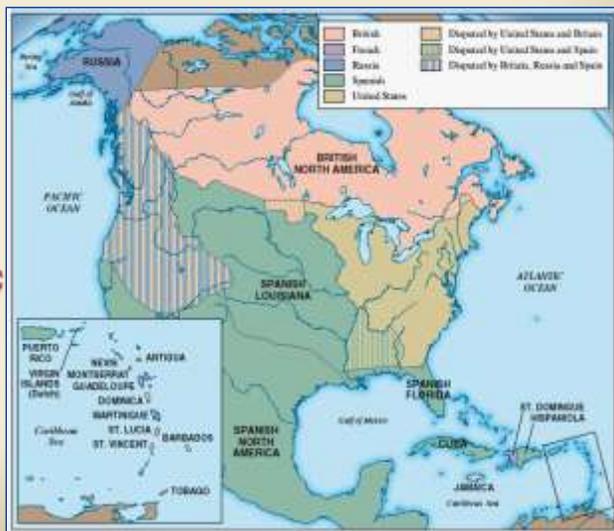
OCT. 19, 1781, WAS THE END OF THE LAST MAJOR BATTLE OF THE AMERICAN REVOLUTION. WASHINGTON HANDED THE BRITISH THE ONE BIG DEFEAT THEY HAD TRIED — AND FAILED — TO HAND HIM IN FIVE YEARS. AS 8,000 REDCOATS STACKED THEIR GUNS IN A YORKTOWN FIELD, A BRITISH BAND PLAYED "THE WORLD TURNED UPSIDE DOWN."

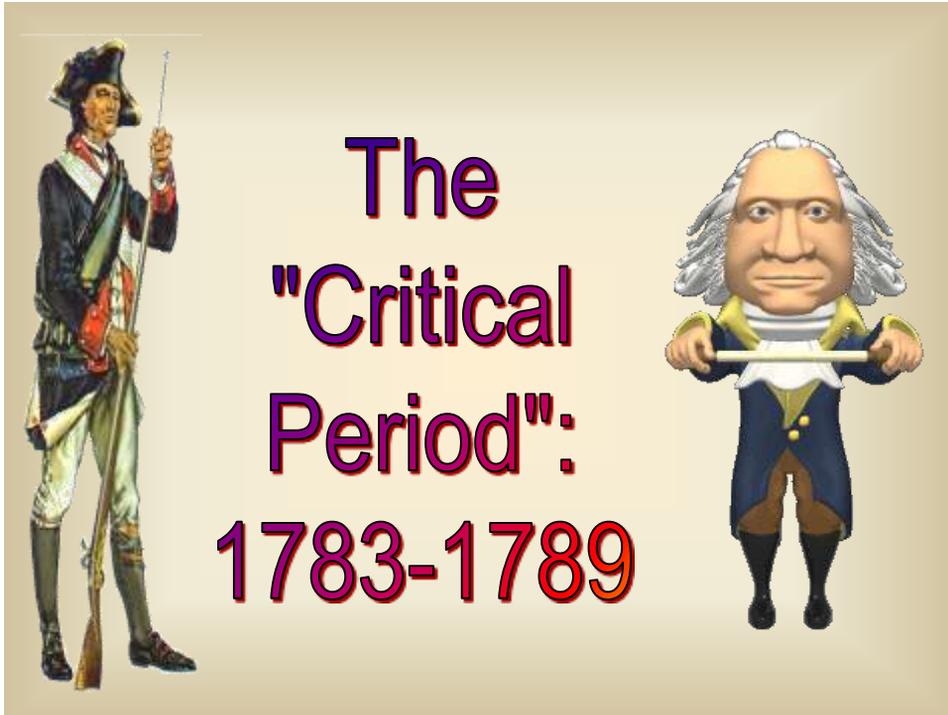
I CAN'T BELIEVE WE LOST TO THESE HICKS. WE'RE THE MOST POWERFUL NATION ON EARTH!

COOL, SO THAT'S HOW THE WAR ENDED.

ACTUALLY, THERE WERE STILL BRITISH ARMIES IN NEW YORK CITY AND SOUTH CAROLINA. A FEW SMALL FIGHTS HAPPENED IN 1782. THE BRITISH GAVE UP FOR GOOD IN 1783.

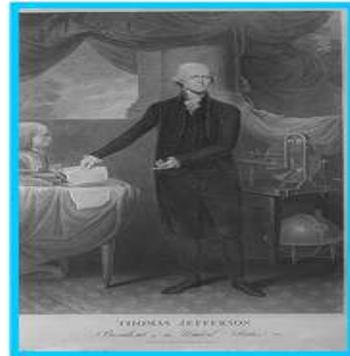
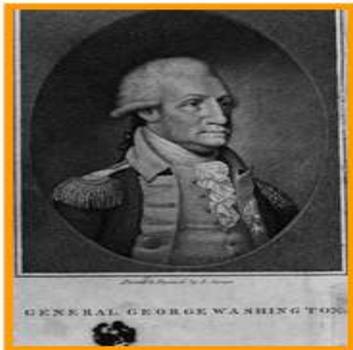
North America After the Treaty of Paris, 1783





Foundations of United States Government

Understanding Goal
Philosophy shapes government.



Investigative Question:

What ideas and philosophies influenced the creation of the United States Government?

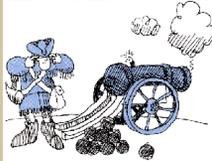
Explore: Compare the key ideas concerning U. S government that were held by each of the men in the prints.

Connect: Discuss the key ideas represented by each of the famous political figures that have stayed constant throughout the course of over 200 years of U. S government. What events in U. S history have demonstrated a departure from these ideals?

Critical Thinking Exercise: Examining Government Protection of the Basic Rights of the People



- **Introduction:** Suppose you are not satisfied with living in a state of nature. You and others agree to enter into a social contract and a government to protect your natural rights. You must decide what kind of government you want and then establish it. Locke, Jefferson, and others knew that this is not an easy task. Throughout history governments have deprived people of their rights more often than they have protected them.
- **Directions:** Your problem is to design and establish the kind of government that will do what you want it to do, that is, protect your natural rights. This also means providing **equal protection** for the rights of everyone. You and everyone else in your imaginary state of nature have agreed to live under a government. There are questions you must answer in deciding what kind of government to create. I will divide the class into small groups to discuss your answers. Then compare your answers with those of John Locke and explain why you agree or disagree with Locke.



Questions:

- What in your opinion is the main purpose of government?
- How should government get the authority or right to make laws telling people what they can and cannot do?
- What should the people have the right to do if their government does not serve the purposes for which it was created? Why should they have this right?

How do your answers compare with those of John Locke?



- Locke said that the purpose of government is to protect natural rights. In the Declaration of Independence, Jefferson argued that the protection of rights is the main purpose of government.
- Another of Locke's ideas found in the Declaration of Independence is that government gets its right to govern from the consent of the people. Its powers are delegated to it by the governed. People give their consent in several ways. People can give **explicit consent** by:
 - agreeing to the contract that establishes the society whose members then establish the government and choose its officers
 - joining a society that already is established
- People give **implicit consent**, also called tacit consent, by accepting the laws and services of the government and nation of their birth.
- Locke believed that since the people give the power to the government, they have the right to take it away if the government is not serving the purposes for which it was established. They can then create a new government. The Founders agreed that if a government fails to protect the people's rights, the people have a **right of revolution**.



America's First Government: The Articles of Confederation

Warm Up/Do Now--Defend or Attack the Following Statement:



- “The Articles of Confederation were created predominantly as a reaction to the unitary system used in Britain in which all of the power and sovereignty is vested in the central government. However, this ultimately led to the Articles’ failure.”

– 5 Minute Reflection



The Critical Period—The Articles of Confederation

- The colonists wanted a **constitution**--a written document that defines rights and obligations and puts limits on government.
- The Second Continental Congress created the **Articles of Confederation**, which was signed by all thirteen colonies by 1781.
- A **confederation** is a voluntary association of independent states.
- The Articles were created as reaction to the unitary system used in Britain in which all of the power and sovereignty is vested in the central government.



POWERS GRANTED BY THE ARTICLES OF CONFEDERATION



- Congress could raise armies
- Congress could declare war



- Congress could sign treaties

POWERS WITHHELD BY THE ARTICLES OF CONFEDERATION

- Congress could not raise revenue through taxes



- Congress could not regulate trade and collect tariffs





Government Under the Articles of Confederation: 1781-1788



Government Under U.S. Constitution (Federation): 1789-



How did the Articles create a weak government?

←

*Use in conjunction with graphic organizer.



Assignment on Articles of Confederation

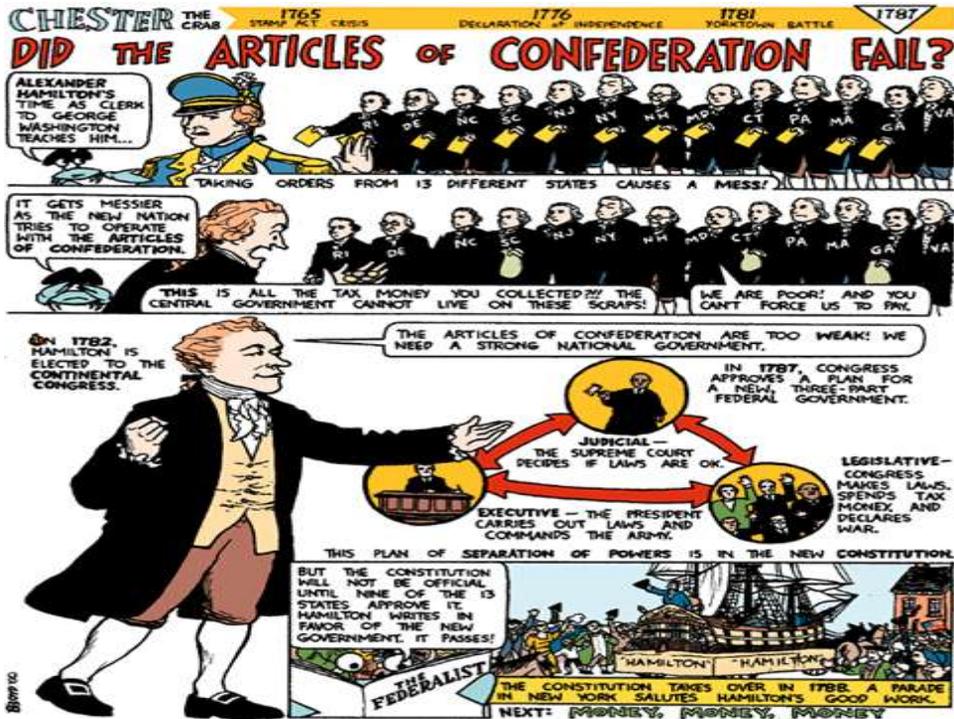
- Directions:** Read “The Articles of Confederation” and answer the accompanying comprehension questions.

PROBLEMS AND SOLUTIONS

Directions: Identify a problem with the Articles of Confederation. List that problem in the left side of the column. In the right column, identify how the U.S. Constitution fixed that problem.

PROBLEMS - ARTICLES OF CONFEDERATION	SOLUTION - U.S. CONSTITUTION
<i>Power of Government</i>	<i>Power of Government</i>
<i>Taxation</i>	<i>Taxation</i>
<i>Army</i>	<i>Army</i>
<i>Currency</i>	<i>Currency</i>
<i>Leader of the Country</i>	<i>Leader of the Country</i>
<i>Protection of Individual Rights and Liberties</i>	<i>Protection of Individual Rights and Liberties</i>

Articles of Confederation	Constitution of the United States
Major powers held by individual states	Powers shared between states and central government
National government had no power to tax, no power to enforce laws	National government had power to tax and regulate trade
At the national level - one house legislature, no executive, no court system	Three branches at the national level - executive, legislative, judicial



Explanation:

Problems Under the Articles of Confederation

- The Congress had no power to tax. States coined their own money and trade wars erupted.
- Congress had no power to regulate commerce among the states or ensure a unified monetary system.
- States conducted foreign relations without regard to neighboring states' needs or wants. Duties, tariffs, and taxes on trade proliferated with different ones in each state.





Failure of the Articles

- The economy began to deteriorate. Several years of bad harvests ensued. Farmers went into ever-deeper debt.
- Many leaders worried about questions of defense, trade, and frontier expansion.
- Under the Articles, the central government was not strong enough to cope with these problems.
- By 1786, several states had called for a convention to discuss ways of strengthening the national government.

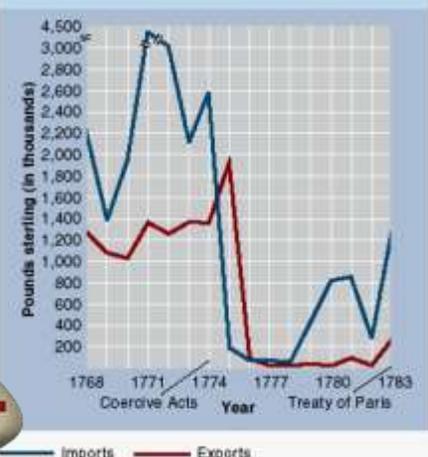


Economic Problems for the New Government: Exports & Imports: 1768-1783

How does this graph show how debt was created?

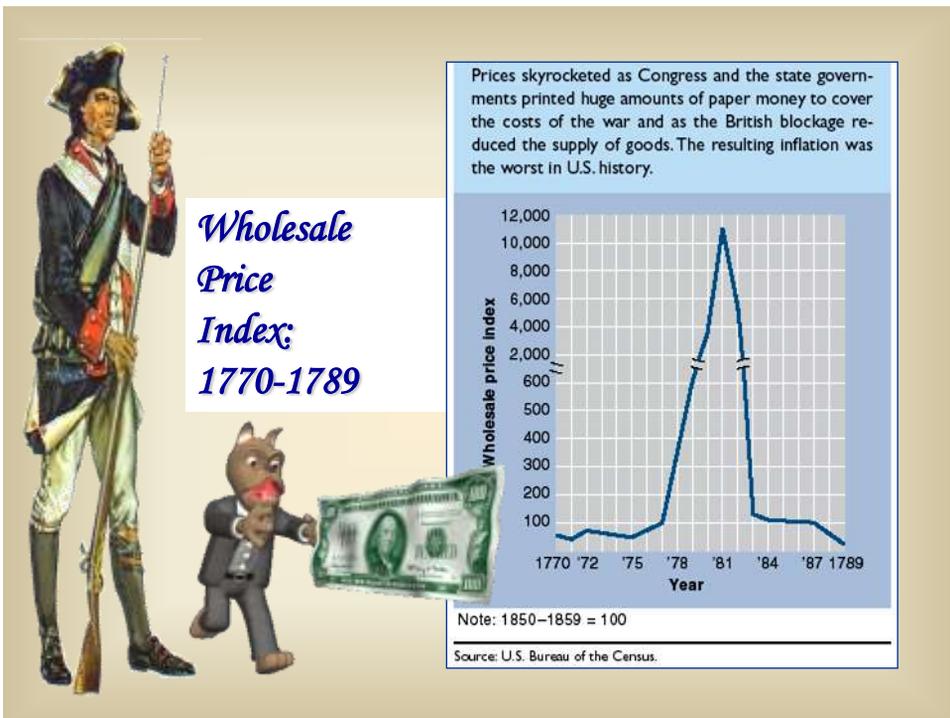
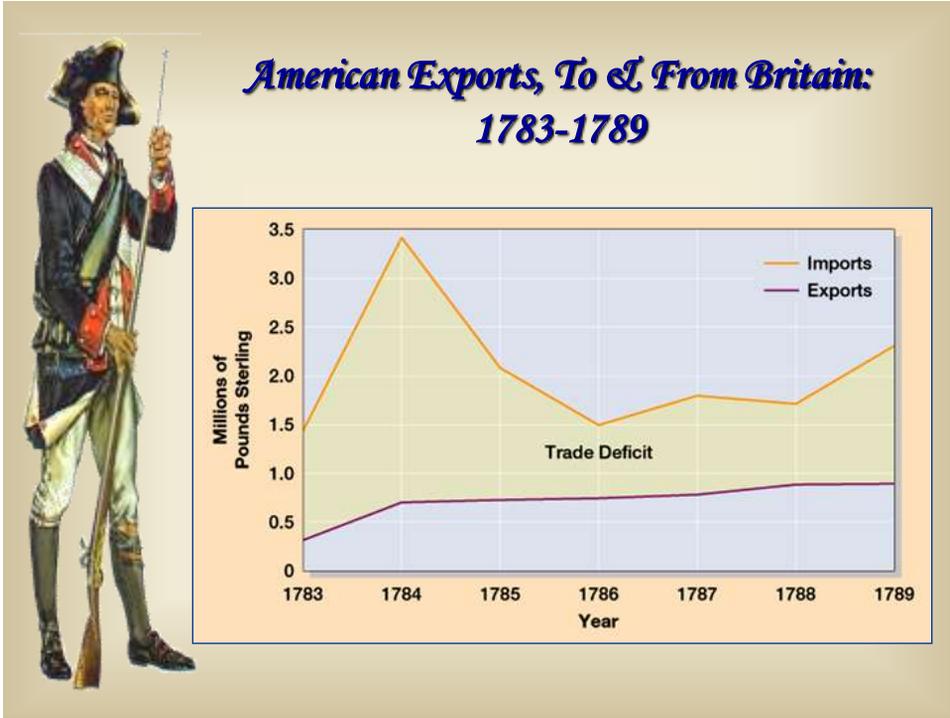


Nonimportation affected colonial commerce during the late 1760s and early 1770s, but exports as well as imports plummeted with the Coercive Acts and the outbreak of war.



Year	Imports	Exports
1768	1,400	1,200
1771	3,000	1,100
1774	2,500	1,300
1777	100	100
1780	800	100
1783	1,200	200

Source: U.S. Bureau of the Census.



CHESTER THE CRAB

WHY DID THE CONFEDERATION FAIL?

THESE ARE THE VOYAGES OF THE CONFEDERATION. ITS CONTINUING MISSION TO SEEK OUT A NEW LIFE AFTER THE AMERICAN REVOLUTION.

...TO BOLDLY GO WHERE NO NATION HAS GONE BEFORE!

LAW TREK

WHAT IS THAT, MR. MADISON?? ARE WE UNDER ATTACK FROM THE KINGDOMS AGAIN??

NO, CAPTAIN. IT IS THE ENGINE ROOM.

CAP'TN WASHINGTON

FRANKE, WHAT IS WRONG DOWN THERE??

I'M GIVING IT ALL SHE'S GOT, CAP'TN! THE WARP ENGINES FROM NEW YORK AND PENNSYLVANIA ARE TOO STRONG FOR THE DELAWARE NACELLES. THE SHIP IS BREAKIN' UP!!!

OUR SHIP IS NOT BALANCED, CAPTAIN. THE SECTIONS DO NOT FIT TOGETHER IN THE ARTICLES OF CONFEDERATION. IT IS LOGICAL THAT WE NEED A NEW SHIP.

THOMPSON

CHESTER THE CRAB

WHAT COULD FIX THE CONFEDERATION?

AFTAIN'S LOG. STARDATE 1787. OUR CONFEDERATION STARSHIP IS IN TROUBLE. WE MUST FIND A NEW WARP DRIVE.

THE NEAREST SPACEPORT IS PHILADELPHIA IV.

CAN WE MAKE IT, MR. HAMILTON?

WE ARE LOW ON FUEL. CAPTAIN THE ARTICLES OF CONFEDERATION LEFT US TOO WEAK TO COLLECT TAXES FROM THE STATES FOR FUEL.

WE'LL COAST TO SPACEDOCK ON MOMENTUM LEFT OVER FROM THE AMERICAN REVOLUTION.

STARDATE 1787. WE FINALLY REACH SPACEDOCK.

FASCINATING. THE CHIEF MECHANIC LOOKS MUCH LIKE A TERRAN CRAB.

OUR SHIP IS FALLING APART. WE HAVE 13 SECTIONS THAT DO NOT WORK TOGETHER.

WHAT DO YOU WANT YOUR SHIP TO DO?

THE CENTRAL CORE SHOULD BE STRONG ENOUGH TO RUN THE WHOLE SHIP.

BUT THE CORE SHOULD NOT BE TOO STRONG. THE 13 SECTIONS MUST HAVE SOME CONTROL.

THE SHIP MUST BE STEERED BY ITS CREW. THE PEOPLE ARE MORE IMPORTANT THAN ANY SINGLE STATE.

EACH CREWMEMBER HAS RIGHTS NO CAPTAIN OR CONFEDERATION CAN EVER TAKE AWAY.

ALEXANDER HAMILTON

BENJAMIN FRANKLIN

JAMES MADISON

GEORGE MASON

DO YOU WANT A STRONGER CENTRAL GOVERNMENT STEERING YOUR SHIP OR A WEAKER ONE?? I'M CONFUSED!

WE ARE CONFUSED TOO!

Magna Carta
ENGLISH PACT LIMITED POWER OF THE KING

English Bill of Rights
LISTED THE RIGHTS TO TRIAL BY JURY AND ELECTION OF POLITICAL REPRESENTATIVES

Mayflower Compact
PIGRIMS ESTABLISHED SELF-RULE IN MASSACHUSETTS

WELL, LET'S DIG INTO THE OLD TOOLBOX AND SEE WHAT WE CAN CREATE.

LET'S TRY IT: **TRON & ORG**

THOMPSON

Creating the New Nation

Understanding Goal:
Unity requires compromise.



Robert Morris (Pennsylvania)
Representing views of large states



John Hancock (Massachusetts)
Representing views of small states

Investigative Question:

Which principles inspired the creation of the United States Government and what purpose was the Government intended to serve?

Explore: How might small states have differed from large states in their opinion of the Articles of Confederation and the structure of the new government?

Connect: How did the *competing opinions* expressed by Morris and Hancock, among others, lead to a compromise decision that resulted in the disintegration of the Articles and the creation of a more equitable constitution?



Warm Up: Analyze this!

- "Government is not reason, it is not eloquence, it is force; like fire, a troublesome servant and a fearful master. *Never for a moment should it be left to irresponsible action*" - George Washington

Daniel Shays's Rebellion

- Before the convention could meet, unrest broke out in America. In Massachusetts, banks were foreclosing on farms and the Massachusetts legislature enacted a new law requiring all debts be paid in cash.
- **Daniel Shays**, a Revolutionary War veteran, was outraged and frustrated with the new law and the huge debt burden of farmers.
- **Shays** led a group of 1500 armed and disgruntled farmers to the capital, Springfield. They forcibly prevented the state court from foreclosing on their farms.



Short Assignment on Shay's rebellion:

Directions: Select one quotation and write a response to the speaker.

- *"For God's sake, tell me what is the cause of all of these commotions?"* -- George Washington (from his home in Mount Vernon)
- *"Ignorant, restless desperadoes, without conscience or principles. Have led a deluded multitude to follow their standard under the pretense of grievances which have no existence but in their imaginations." "The wisest and most vigorous measures (must be used) to quell and suppress" the revolt.* -- Abigail Adams (from Paris)
- *"The evils we experience flow from the excess of democracy."* -- Elbridge Gerry, Massachusetts delegate to the Constitutional Convention.
- *"What country can preserve its liberties if its rulers are not warned from time to time that their people preserve the spirit of resistance? What signify a few lives lost in a century or two? The tree of liberty must be refreshed from time to time with the blood of patriots and tyrants. It is the natural manure."* -- Thomas Jefferson (from Paris)

Now read "Rebellious Farmers" by David Proper. Pretend that you meet George Washington in 1786, shortly after the Rebellion. Do you praise or criticize him for the actions he took during the rebellion? 150 words.





Putting Down Shays's Rebellion

- Congress authorized the Secretary of War to call up a national militia to respond and appropriated \$530,000 for the purpose. Every state except Virginia refused.
- Finally, a *private* army put down Shays's Rebellion.
- This failure of Congress to protect the citizens and property of Americans was a glaring example of the weakness of the Articles.

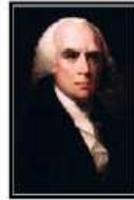
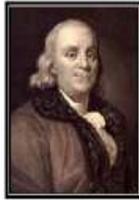


Writing the Constitution

- On February 21, 1787, Congress called for a **Constitutional Convention** in Philadelphia "for the sole and express purpose of revising the Articles of Confederation."
- In May, the convention met and the Virginia delegation suggested they throw out the Articles and devise a new system of government!
- This act could be considered treason, so they adopted a pledge of secrecy.
- The delegates argued and debated about how the new government should look before finally reaching a compromise...

Constitutional Convention of 1787

Philadelphia, Pennsylvania, 1787 -



Task: What are some things you think need to be changed from the Articles of Confederation?



Choice #1

Political Cartoon/Diagram: New Jersey Plan vs. Virginia Plan



- **Lesson Objective:** To explain the conflict about representation that occurred during the Constitutional Convention of 1787. To understand the difference between equal and proportional representation. To understand how a compromise was finally reached.
- First, draw two political cartoons that describe the ideas about representation in each conflicting plan—the New Jersey Plan and the Virginia Plan.
- Then, draw a third political cartoon, displaying how compromise was reached between the two opposing sides. What solution was agreed upon?

If you need extra help, look at the following chart...

Choice #2

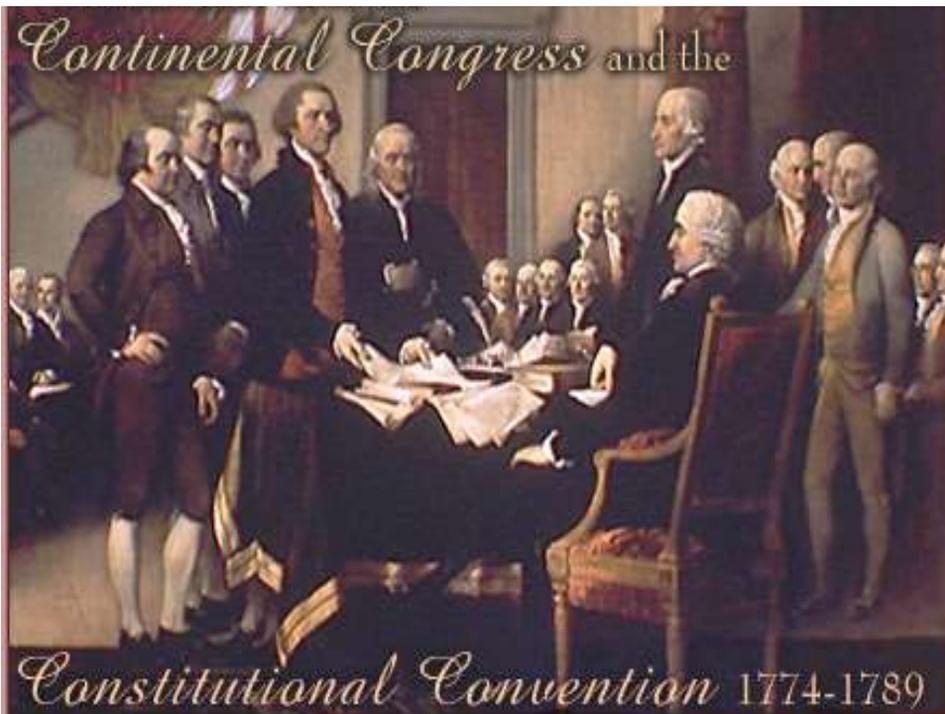
**Cool Source:**

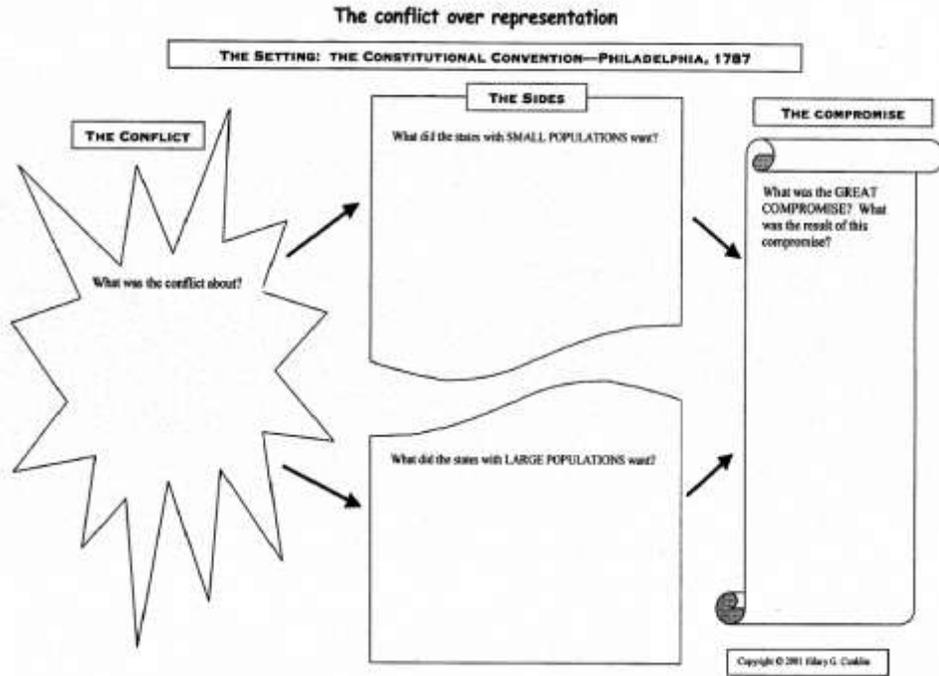
www.teachingamericanhistory.com/convention/delegates/

Debate: Conflict and Compromise at the Constitutional Convention

- **Lesson Objective:** To explain the conflict about representation that occurred during the Constitutional Convention of 1787. To understand the difference between equal and proportional representation. To understand how a compromise was finally reached.
 - You will pretend that you are delegates to the Constitutional Convention.
 - The class will divide into two large groups.
 - One group will represent a committee of delegates from small states
 - The other group should represent a committee of delegates from large states.

You will have to familiarize yourself with the contentious issues in this conflict and to prepare for a debate about how Congress should be organized! One of you will be appointed as George Washington to moderate the debate, so be prepared! **If you need extra help, look at the following chart...**

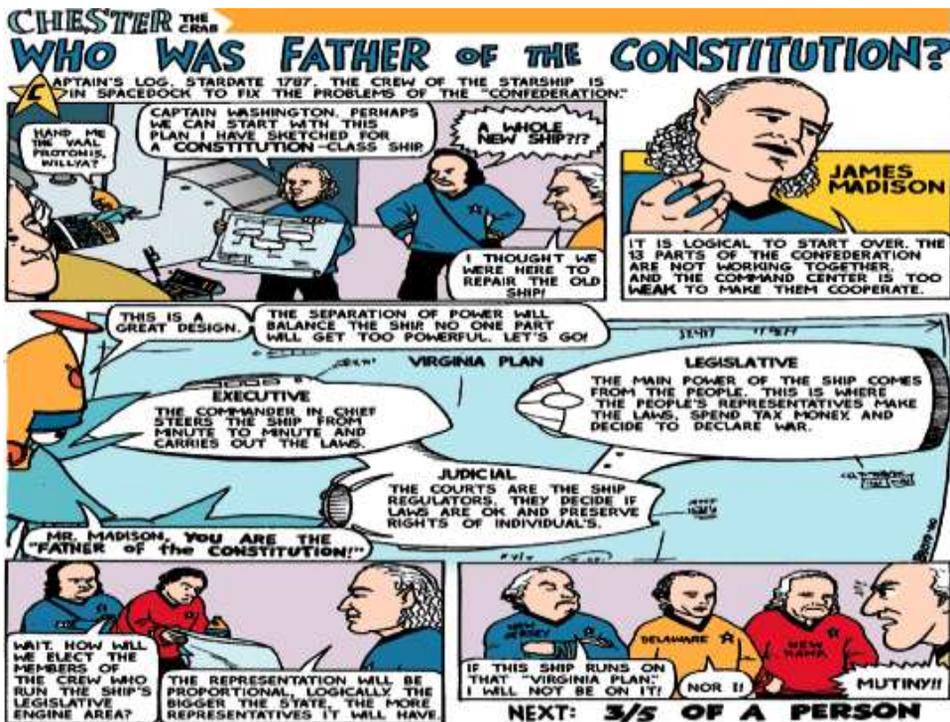




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Plan	Federation or National Government	# of Branches	Judiciary	Executive	Legislative	Other
Virginia						
New Jersey						
Hamilton						
Connecticut/ Great Compromise						

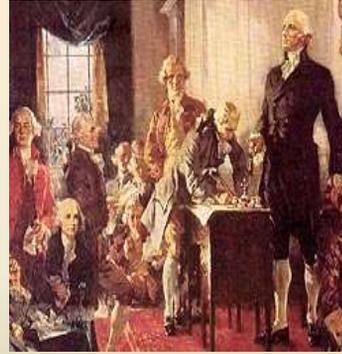
Plan	Federation or National Government	# of Branches	Judiciary	Executive	Legislative	Other
Virginia	National	3	Chosen by national legislature.	Chosen by national legislature.	Lower house chosen by popular election "proportioned to the Quotas of contribution, or to the number of free inhabitants." Upper house chosen by lower house. Also proportional.	National legislature has veto power over states.
New Jersey	Federation	3	Appointed by executive. Confirmed by Senate.	Elected by acts of Congress.	One house with equal representation. "Supreme law of the states."	"Executive and a convenient number of the National Judiciary ought to compose a Council of revision with authority to examine every act of the National Legislature before it shall operate. . . . requisitions in proportion to the whole number of white and other free citizens and inhabitants of every age, sex and condition, including those bound to servitude for a term of years, and three-fifths of all other persons not comprehended in the foregoing description, except Indians not paying taxes."
Hamilton	National	3	Can serve for life.	Can serve for life. Chosen by electors from the states. "To have a negative on all laws about to be passed."	Senators can serve for life. "Assembly" members elected for three years. Can pass "all laws whatsoever."	
Connecticut/ Great Compromise	National	3	Appointed by executive. Confirmed by Senate.	Single executive. Chosen by Electoral College.	Two houses. Representation in lower house based on population (3/5 of slaves). Upper house, two representatives per state.	Included a national supremacy clause.



Creating the Constitution--Conflict



- To address the Articles' weaknesses, the **Constitutional Convention** met in Philadelphia in 1787.
- Delegates from every State except Rhode Island were present to discuss creating a new government, and there were many disagreements.
- Delegates argued over two conflicting plans:
 - The Virginia Plan**—proposed a strong central government with a **bicameral** legislature, the lower house to be elected by the voters and the upper chosen by the lower.
 - The New Jersey Plan**—proposed a central government with a single-house legislature in which each state would be represented equally.



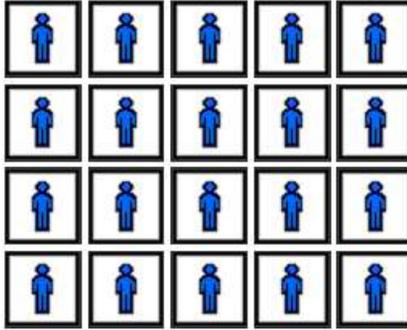
CONSTITUTIONAL COMPROMISES

Directions: For each of the following compromises, please list each side in the debate, why it was a problem, and explain how the argument was solved.

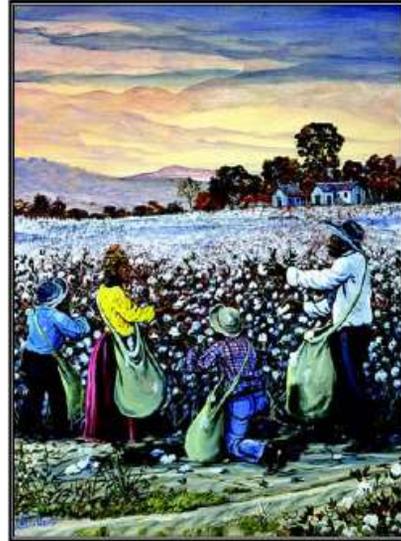
What group made the argument? Why?	THE GREAT COMPROMISE	How did it solve the problem?
What group made the argument? Why?		

What group made the argument? Why?	THE THREE-FIFTHS COMPROMISE	How did it solve the problem?
What group made the argument? Why?		

Task: Shade in the number of slaves that do **NOT** count towards representation and taxation.



How many slaves count? _____



Creating the Constitution--Compromise

- Compromises included:
 - The Great Compromise**--created a **bicameral**, or two-house, legislature in which the number of state representatives in the lower house, or the House of Representatives, would be determined by the population of each state. It also created an upper house--the Senate--which would have two members from each state elected by the state legislatures.
 - The Three-Fifths Compromise**--counted slaves as three-fifths of a person when determining the population of a state for representation in Congress.



Research and Assessment



- **The Research:** Before you can ask the questions, you must research information about each person and about the Constitution. You will use various library sources or use the following sites as starting points for research.
 - [The Signers of the Constitution](http://www.archives.gov/education/lessons/constitution-day/signers.html)
<http://www.archives.gov/education/lessons/constitution-day/signers.html>
 - [The Founding Fathers](http://www.archives.gov/exhibits/charters/charters.html)
<http://www.archives.gov/exhibits/charters/charters.html>
 - [Creating a Constitution](http://memory.loc.gov/ammem/collections/continental/constit.html)
<http://memory.loc.gov/ammem/collections/continental/constit.html>
 - [A More Perfect Union: The Creation of the U.S. Constitution](http://web.archive.org/web/20020202221803/http://www.nara.gov/exhall/charters/constitution/conhist.html)
<http://web.archive.org/web/20020202221803/http://www.nara.gov/exhall/charters/constitution/conhist.html>
 - [The United States Constitution](http://www.house.gov/house/Constitution/Constitution.html)
<http://www.house.gov/house/Constitution/Constitution.html>
- **Assessment:** Each group will present their questions to the signers, who will sit at the front of a class as a panel. Interviewers will be graded based upon the knowledge and depth of questions. For example, DO NOT ask George Washington whether he chopped down that cherry tree. (By the way, that's a myth!). Actors will be graded upon their use of honest answers and real historical facts. DO NOT make up stuff which you are unsure about! (Penalties will be assessed!)



Ratification of the Constitution



Warm Up: Critical Thinking Exercise: Examining Why the Founders Feared the Abuse of Power by Government

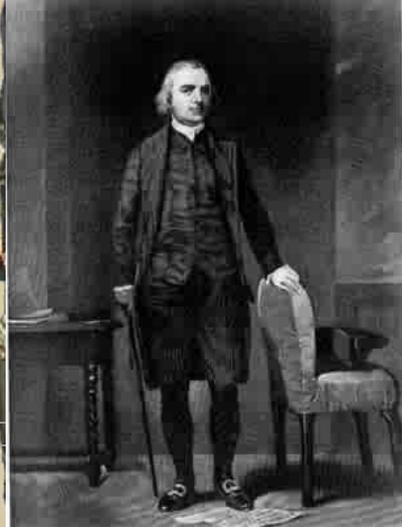
- **Introduction:** Given their knowledge of history and their experiences with the British government, it is not surprising that the Founders (both the Federalists and Anti-Federalists) greatly feared the possible abuse of the powers of government. For example, read the following selections from some of their writings. Then discuss with the class your answers to the questions that follow.
 - "Give all power to the many, they will oppress the few. Give all power to the few, they will oppress the many." Alexander Hamilton, 1787
 - "There are two passions which have a powerful influence on the affairs of men. These are ambition and avarice; the love of power and the love of money." Benjamin Franklin, 1787
 - "From the nature of man, we may be sure that those who have power in their hands...will always, when they can...increase it." George Mason, 1787
- **Questions:**
 - Explain the view of human nature expressed in each of these quotations.
 - If you agreed with the views of human nature expressed in the quotations, what kind of safeguards to prevent the abuse of power would you include in your government?
 - Do you think the Founders' fear of government is as valid today as it was in the 1700s? Explain your answer.

Federalists Vs. Anti-Federalists

- The States had to accept (**ratify**) or reject the Constitution before it could be adopted.
- Due to the dispute over ratification, the first two political parties formed.
 - The **Federalists**, including Alexander Hamilton, James Madison, and John Jay, were pro-Constitution and wrote a collection of essays from 1787 to 1788 called the **Federalist Papers**.



Federalists Vs. Anti-Federalists Continued...



- **Anti-Federalists**, such as Patrick Henry and Samuel Adams (left), were opposed to ratification of the Constitution.
 - (1) Feared the plan's strong central government and lack of a bill of rights, or guarantee of personal freedoms.
 - (2) Argued in favor of the leading view of the time in which small societies either governed themselves by direct democracy or by a large legislature with small districts.

Pre-Reading Strategies for Federalist 10 and 51

- **Note: You will be reading Federalist 10 and 51, completing graphic organizers and then participating in a Socratic Seminar. This is a necessary but challenging read. Be patient; we will get through it together!**
- **Choose three (3):**
 - KWL (Used to activate background knowledge and interest)
 - Look at the title and predict what the article will be about. You can should annotate it. For example: Can you define what a "federalist" is?
 - Poise (Sit up straight, feet planted on floor—will increase reading rate!)
 - Skim to determine structure of text (Is there an introduction to the text which describes the author's thesis and/or purpose?)
 - Create a graphic organizer
 - Prepare to determine your reading speed (time yourself—How many words per minute do you read?)





APPARTS (Use to help in understanding primary source documents)

Introduction: You will use the acronym APPARTS to aid in your understanding of Federalist Papers 10 and 51. A Description of the acronym and related questions follows:

- **Author** - Who created the source? What do you know about the author? What is the author's point of view?
- **Place and time** - Where and when was the source produced? How might this affect the meaning of the source?
- **Prior knowledge** - Beyond information about the author and the context of its creation, what do you know that would help you further understand the primary source?
- **Audience** - For whom was the source created and how might this affect the reliability of the source?
- **Reason** - Why was this source produced at the time it was produced?
- **The Main Idea** - What point is the source trying to convey?
- **Significance** - Why is this source important? What inferences can you draw from this document? Ask yourself, "So what?" in relation to the question asked.

APPARTS Worksheet

(Use to help in understanding primary source documents – Federalist Papers)

Author - Who created the source? What do you know about the author? What is the author's point of view?

Place and time - Where and when was the source produced? How might this affect the meaning of the source?

Prior knowledge - Beyond information about the author and the context of its creation, what do you know that would help you further understand the primary source?

Audience - For whom was the source created and how might this affect the reliability of the source?

Reason - Why was this source produced at the time it was produced?

The Main Idea - What point is the source trying to convey?

Significance - Why is this source important? What inferences can you draw from this document? Ask yourself, "So what?" in relation to the question asked.

Socratic Seminar Questions on Federalist 10 and 51



- **Note: To participate in the seminar, you must present your completed APPARTS graphic organizers as your ticket.**
- **Opening proposition: "The Constitution is based on distrust and constraints against real democracy. What remains is simply a veneer of democracy." Agree or Disagree?**

Additional Questions:

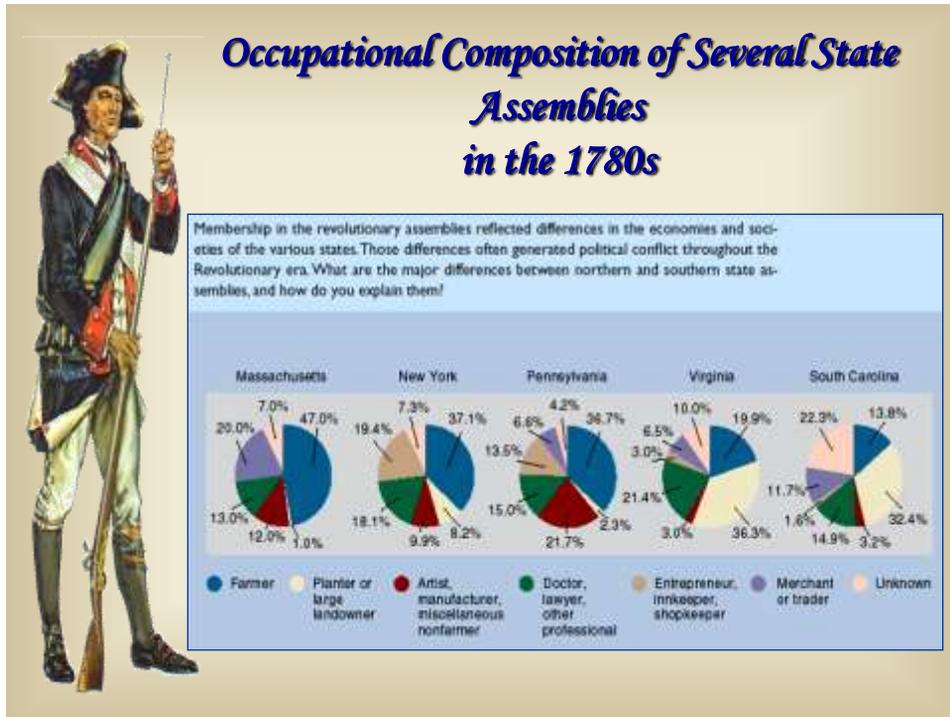
- 1) "How does Madison's vision of a democratic republic differ from the government under the Articles of Confederation?"
- 2) "Is the government proposed by Madison a true democracy?"
- 3) "How does Madison propose to solve the potential problem of factions?"
- 3) "In Federalist 51, how does Hamilton propose to solve the problem of one governmental power becoming too strong?"

MAP 6.6
Federalist and Antifederalist Strongholds, 1787-1790

Federalists drew their primary backing from densely populated areas along major transportation routes, where trade, mobility, and frequent contact with people in other states encouraged a nationalistic identity. Antifederalist support came from interior regions where geographic isolation bred a localistic perspective. However, some westerners, especially in Georgia and western Virginia, voted for a strong central government that would push back the Indians or the Spanish.

Central Question:
Should we have a strong Federal Government or should the States govern themselves?



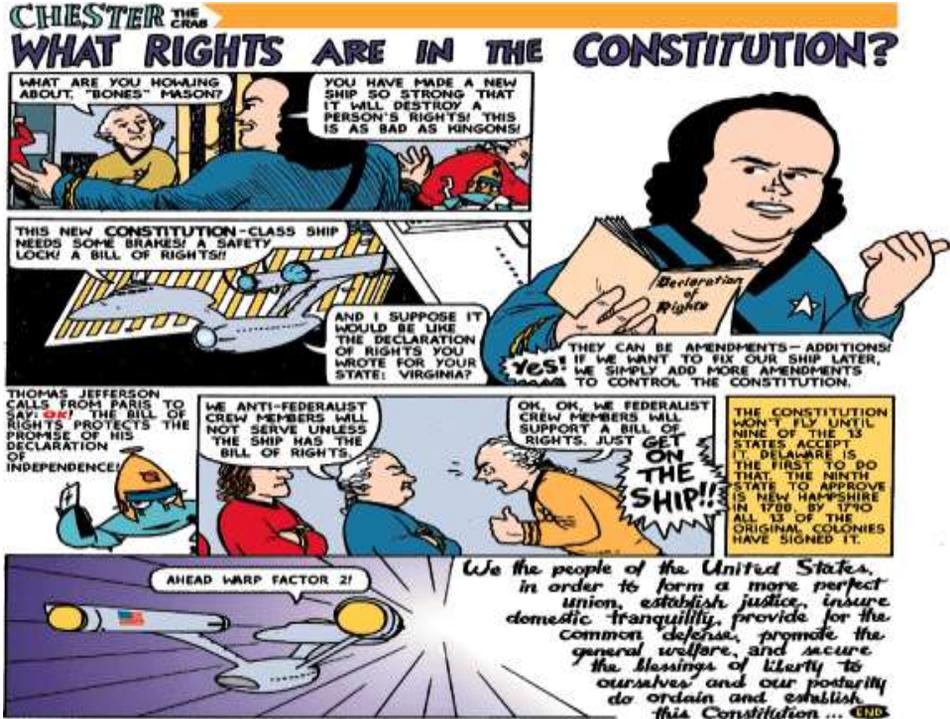


The Compromise between the Federalists and AntiFederalists

A Bill of Rights?

- The strongest point was the lack of a Bill of Rights, and was the only common goal of all Anti Federalists.
- The Fear of a strong government had people terrified of losing all their new freedoms





The Bill of Rights

Task: The Bill of Rights was written in 1791 and is still working today. It prevents abuse by the federal government. Using the chart below, decide whether or not the issue is constitutional or unconstitutional. Fill in the appropriate amendment number which you used to determine your answers.

ISSUE	CONSTITUTIONAL	UNCONSTITUTIONAL	AMENDMENT NUMBER
Police officer breaks into a house and searches without a warrant.			
Students rally and protest in front of school on a weekend.			
U.S. army sends soldiers to people's homes in peacetime			
Judge convicts and sentences murderer to prison without a trial.			
Protesters burn the American Flag at a rally.			
Judge sentences shoplifter to prison for life.			
Religious groups hold meetings in school, after school.			
Student has collection of antique rifles in her basement.			
Residents of Smithtown submit grievances to Town Council			
Martha Stewart is brought to trial without a jury.			
Defendant is held in jail for two years before being put on trial.			
Airport screener searches your luggage at the airport.			



Ratification of the Constitution

State	Date	For	Against
Delaware	December 1787	30	0
Pennsylvania	December 1787	46	23
New Jersey	December 1787	38	0
Georgia	January 1788	26	0
Connecticut	January 1788	128	40
Massachusetts	February 1788	187	168
Maryland	April 1788	63	11
South Carolina	May 1788	149	73
New Hampshire	June 1788	57	47
Virginia	June 1788	89	79
New York	July 1788	30	27
North Carolina	November 1789	194	77
Rhode Island	May 1790	34	32

The Constitution Becomes the Highest Law of the Land

- (Left) "Scene at the Signing of the Constitution" By Howard Chandler Christy.
- The Constitution was finally ratified in 1788, and the new Congress convened in New York, the nation's first capital, with **George Washington** as the first President.
- As part of a deal in order to ensure ratification, the Federalists agreed to add the **Bill of Rights** (the first ten amendments), which guaranteed personal freedoms to the American people.



The Constitution of the United States



- The image on the left is the first page of the Constitution (courtesy of the Library of Congress).
- To view the original Constitution, you will need to visit the Smithsonian in Washington, D.C. It is in a vacuum-sealed, bullet-proof display case!

Quiz—You must answer four questions, #7 is extra credit. Each response should be in the form of a well developed paragraph with thesis and supporting detail/evidence. Make sure to site all of your sources properly.

- 1) How would you explain the difference between a limited government and an unlimited government? Do you think the difference is important? Why or why not?
- 2) In theory, the government of the United States gets its authority from the consent of the people. What evidence can you identify to show that people actually do consent to be governed by the United States government?
- 3) What is meant by the claim that the people have a "right of revolution"? What arguments can you make to support the claim that such a right does or does not exist?
- 4) What is a constitution? What is the difference between a constitution that establishes a constitutional government, and a constitution that does not?
- 5) How did the Founders describe the difference between republican and democratic forms of government? Why do you think the Framers of the Constitution favored the former rather than the latter?
- 6) Why did the Framers organize the government into separate branches with shared and divided powers? What are some examples of the ways in which governmental power is divided and shared? Why is this sometimes called a system of "checks and balances"?
- 7) Optional Extra Credit: Do research to find out about a country whose written constitution failed to protect the rights of the people. Why did the written constitution fail to establish a constitutional government in that country? What essential things were missing?